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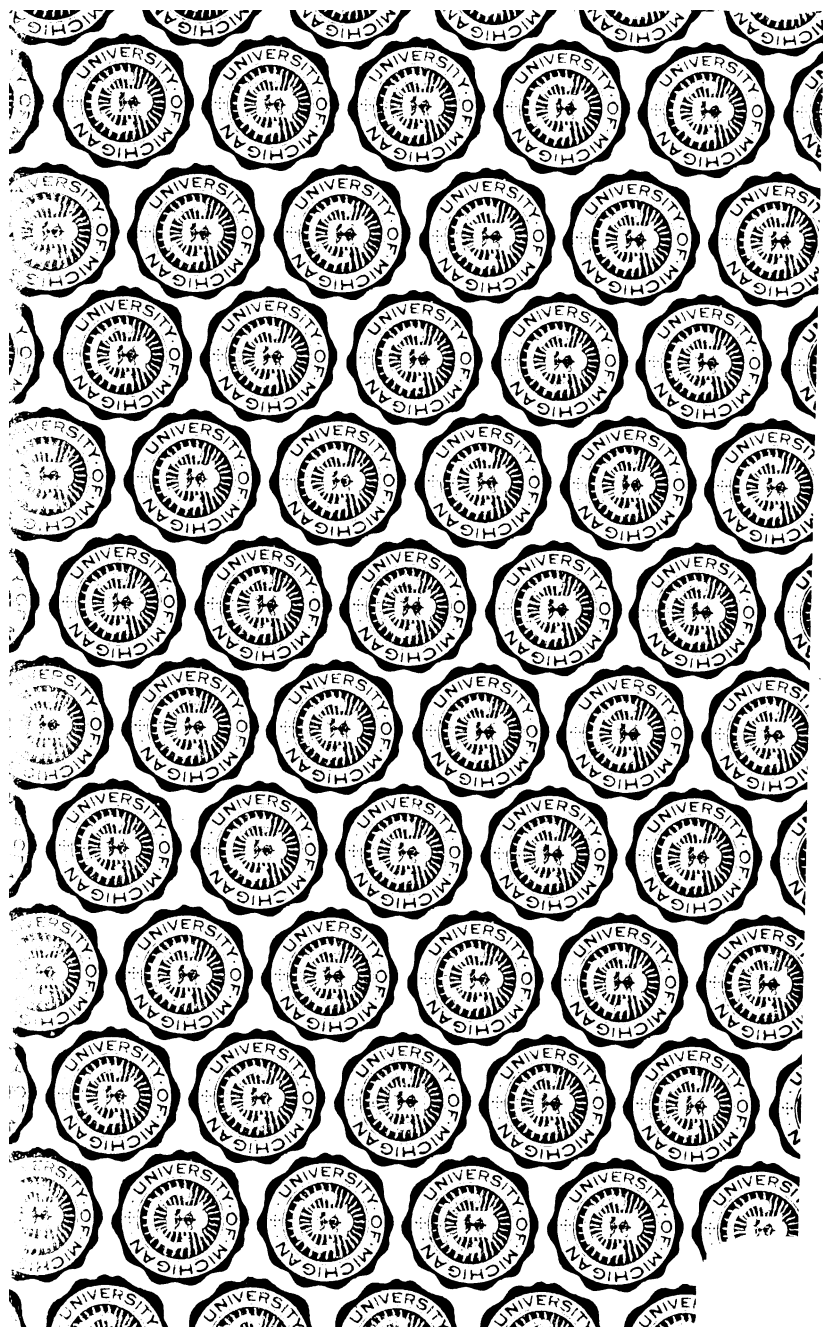
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UNITED STATES EXHIBITION OF  
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Promote as an object of primary  
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THE CATALOGUE OF  
THE UNITED STATES COLLECTIVE  
EXHIBITION OF EDUCATION

Compiled by JOHN D. PHILBRICK and published by  
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LONDON: PRINTED AT THE CHISWICK PRESS  
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C'est dans le gouvernement répub-  
licain que l'on a besoin de  
toute la puissance  
de l'éduca-  
tion.

MONTESQUIEU.

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L'instruction publique est gratuite dans tous les  
Etats de l'Union.

I have no conception of any manner in which the popular republican institutions under which we live could possibly be preserved, if early education were not *freely furnished to all*, by public law, in such forms that all shall gladly avail themselves of it.

As the present tendency of things almost everywhere is to extend popular power, the peace and well-being of society require, at the same time, a corresponding extension of popular knowledge.—WEBSTER.



## PREFATORY NOTE



THE Resolution of Congress, in relation to the participation of the United States in the Universal Exposition, made no provision for an exhibition of Education. The present Exhibition is therefore due to the initiative of the Commissioner-General, the Hon. R. C. McCormick, who, with the consent of the Secretary of State, appointed the undersigned "Superintendent of the Department of Education in the Exhibition of the United States," with instructions to prepare a collective exhibition of Education, and for that purpose, to avail himself of the facilities of the Bureau of Education, and to act in accordance with the advice of its chief, Commissioner Eaton.

The character of the Exhibition was determined largely by the conditions under which it had to be undertaken, if undertaken at all. Only a limited amount of space and means could be set apart for it, and the time left for preparation was too short for the elaboration of materials. It was necessary, therefore, to make

choice of such as would require little or no time in the preparation, involve very moderate expense, and occupy the smallest possible amount of space.

The aim was to represent, as far as practicable in view of these limitations, the different grades and systems of education, both general and special, not only in respect to the materials and appliances of instruction and training, but also in respect to the results attained,—to bring together types, specimens, and illustrations as representations of their respective categories, comprising—the kindergarten; the elementary common school, graded and ungraded; the normal school, city and state; the free high school, the incorporated academy, the preparatory schools, and the female seminary; the college for men, and the college for women; the college in its original normal organization, with no special school attached, and the college in its modified organization, with one or more connected special schools; the principal types of the universities and higher technical schools; the institutions for the education of the feeble-minded, the deaf and dumb, and the blind; and the public libraries which have become a very important means of popular education.

Unity was the controlling principle of the scheme. It was the design to represent the condition and progress of the education of the country as a whole, disregarding, as far as possible, sectional divisions and state lines, and thus to make the Exhibition truly national in its character, as well as collective. But the materials had to be furnished by voluntary contribution, and it was necessary to apply for contributions to state and municipal authorities, and to make a selection of

such as were offered. Hence, if certain states and cities figure conspicuously in the Exhibition and in the catalogue, it is not necessary to infer from this fact that they were in all cases selected as the best representative types, but rather that their educational officials were exceptionally prompt and liberal in their offers of materials.

It will be seen that the plan of the Exhibition involved a complication of interests which had to be regarded. Its object was to afford educational students of all nationalities the means of studying the organization, working, and results of our system of education as a whole, and it was necessary to keep this object uppermost and foremost in all the plans and arrangements. And yet all the materials to be employed for this purpose were contributed with the hope and expectation on the part of the contributors of receiving individual recognition in proportion to their merits. The whole number of contributors thus interested, as shown by the list, amounts to about two hundred. It was not possible, under the circumstances, to display every exhibit to the best advantage ; but no pains have been spared in doing justice to all the interests concerned, both public and private.

Four kinds of materials enter into the composition of an educational exhibition :

I. Illustrations of educational buildings with their furniture and fittings.

II. Illustrations and specimens of appliances and apparatus for instruction and training.

III. Scholars' work, literary, scientific, mechanical, and artistic.



IV. Educational literature, embracing all printed matter bearing directly on education.

Although this classification has not been adopted for the catalogue, it was observed in the collection of materials, and carried out in the installation as far as the limitation of space and a due regard to comeliness of appearance would permit.

Although the intention was, as has been stated, to make up the exhibition of specimens only, an important exception to this rule is found in the matter of textbooks. Here the aim was to make as complete a collection as possible, without regard to their character or grade. For examination by the juries they were arranged by publishers; they have since been rearranged according to subjects, for the convenience of visitors who wish to examine them. The whole number of volumes in the division of educational literature, amounts to about 2,500; and there are upwards of 800 volumes of scholars' work, many of them containing 400 specimens and upwards in each.

The undersigned would avail himself of this opportunity to express his thanks for the co-operation and assistance which have been rendered him in connection with the exhibition, and especially to the Commissioner-General, for his cordial and liberal support, and to the Bureau of Education and its able and worthy Chief.

JOHN D. PHILBRICK.



# STATEMENT OF THE THEORY OF EDUCATION IN THE UNITED STATES

## INTRODUCTORY NOTE



HIS Statement was prepared about four years ago, under the direction of the United States Commissioner of Education, by Duane Doty, then Superintendent of the Schools of Detroit, now of Chicago, and William T. Harris, Superintendent of the Schools of St Louis. About eighty of the leading educational officials of the country appended to it their names in testimony of their approval.

It was issued as a publication of the National Bureau of Education, with an introductory letter by the Commissioner, in which he says : " In view of the constant demands made upon this Bureau, especially by foreign investigators, for a statement of the school system in this country, and in view of the natural tendency of such foreigners to fall into the error of supposing that there is a national system of education under control of the General Government of the United States ; and, more-

over, in consideration of the dangers that have been and are threatening the welfare of the free public school system of many of the States, a clear statement of such fundamental principles as all American educators can agree upon seems most timely, as furnishing to the friends of education everywhere a ready means of refuting the false assertions of those who oppose the establishment and prosperity of the free schools in their several localities."

J. D. P.





## STATEMENT

### I



HE American school system is an organic or historic growth, having its origin in attempts made to supply social and political needs.

### II

By the Constitution of the United States, no powers are vested in the central Government of the nation, unless the same relate immediately to the support and defence of the whole people, to their intercourse with foreign powers, or to the subordination of the several States composing the Union. Military education for the army and navy only has been directly provided for by the national Government; and the further action in aid of education has been limited to endowments in the form of land-grants to the several States, or portions thereof, for the purpose of providing a fund for the support of common schools or to found colleges for the promotion of scientific agriculture, and the mechanic arts. Universities also have been endowed by the United States

Government in all the new States since the Northwest Territory was organized in 1787. Recently (in 1867) a Bureau of Education has been established at the seat of Government, and a national Commissioner appointed, who collects statistics and disseminates valuable information relating to all educational subjects. To the several States individually is left, for the most part, the local administration of justice, as well as the establishment of public agencies for the well-being of the civil and social community in its industrial, economical, social, and spiritual aspects.

### III

The general form of the national Government is largely copied in the civil organization of the particular States, and no powers or functions of an administrative character are ordinarily exercised by the State as a whole which concern only the particular interests and well-being of the subordinate organizations or corporations into which the State is divided for judicial and municipal purposes; but the State usually vests these local powers and functions in the corporations themselves, such as counties, townships, and cities. The power of the State over these local corporations is complete; but they are generally allowed large legislative and administrative powers of a purely local character, while the State ordinarily confines its action and legislation to matters in which the people of the whole State are interested.

### IV

Citizenship in the nation is defined by Articles XIV. and XV. of Amendments to the Constitution, and is uniform, including every native and all naturalized persons.

The right of voting and holding office is not inherent in citizenship, but is given to such as the States or the General Government determine, except that neither race nor colour can be allowed as a test. Each State-constitution defines the qualifications necessary for the exercise of the political functions of holding office in the civil government and electing the citizens who are to fill such offices. The State, in its entire existence, is a reflex of the people thus defined as its electors. In their hands collectively is vested the ultimate responsibility for all the power which is expressed through the organism of the State, or, less directly, through the nation itself. Upon the several States individually, in which is vested the power of defining the qualifications of the electors who choose by ballot the representatives that make and execute the laws of the land, rests the responsibility of making provision for the education of those charged with the primary political functions. This responsibility has been generally recognized in the establishment, by legislative enactment, of a system of free common schools, supported in part by State school-funds accumulated from national grants of lands and from appropriations made from the State revenue, and in part by local taxation or assessment made upon those directly benefited by the schools themselves. The local direction and management of the schools are left to the municipalities or to the local corporate bodies organized for the special purpose, and a general supervision is reserved to itself by the State. In some States, compulsory educational laws have been passed; not, however, requiring those who are taught in other ways to resort to the public schools.

The State arranges the school system and designates the various kinds of schools to be supported and managed by the public authorities, and sometimes prescribes more or less of the branches of knowledge to be taught; provides how districts may be created, divided, or consolidated with others and how moneys may be raised by or for them; prescribes their organization, officers and their powers, and the time and manner of filling and vacating offices and the functions of each officer; prescribes the school-age and conditions of attendance; and provides in some cases for the investment and application of the school-funds derived from the General Government. The local municipalities organize school-districts under State-laws, elect school-officers, and levy and collect taxes for school purposes. The local school-officers examine, appoint, and fix the salaries of teachers when not otherwise done, build school-houses, procure school-supplies, arrange courses of study, prescribe the rules and regulations for the government of the schools, and administer the schools.

## V

By the definitions before referred to, the privilege of political participation in choosing those who administer the government of the country is conferred upon the people at large, with certain general limitations as to sex and age, and certain specific limitations regarding the naturalization of aliens (and, until recently, in some States regarding race or colour) or the possession of property or intelligence, &c. The general participation of all the people in the primary political functions of election, together with the almost complete localization

of self-government by local administration, renders necessary the education of all, without distinction of sex, social rank, wealth, or natural abilities. This position is generally recognized in theory and practice.

## VI

In proportion to its degree of localization, the administration of the government becomes charged with the interests of civil society, and thus directly concerned in the creation and distribution of wealth, and the personal well-being of the individual in the community. The National Government and the State Governments regard education as a proper subject for legislation, on the ground of the necessity of educated intelligence among a people that is to furnish *law-abiding citizens*, well versed in the law they are to obey, and likewise *law-making citizens*, well versed in the social, historic, and political conditions which give occasion to new laws, and shape their provisions. But the municipal or local corporations, in which are vested the direct control and management of educational institutions and the collection and disbursement of the funds necessary for their support, regard education in its social and economic aspects as well as in the more general one of its political function. Hence, all communities, in their local capacity, exceed the limits prescribed by the State in their provisions for popular education, and they do this in the ratio of their grade of advancement in wealth and social culture. The productive industry of the community is known to have a direct relation to the diffusion of educated intelligence therein.



## VII

The idea of the State, and the idea of civil society—the former the idea of the actualization of justice and the latter that of the supply of human wants and necessities through the creation and distribution of wealth—conspire, by general consent, in the production of the American system of public education; and to its maintenance and support the property of the community is made to contribute by taxation. Both the preservation of property by the actualization of justice and the increase of property by productive industry are directly conditioned, in a republic, upon the educated intelligence of the people. This is so especially in that species of incorporeal property of the nature of franchises, such as constitute the basis of those corporate combinations formed for the promotion of manufactures and commerce, the creation of transit facilities, and the diffusion of information (patent-rights, charters for railroads, canals, telegraphs, banks of issue, insurance companies, &c.) These franchises, vested in corporations, incite to the production of wealth to an extraordinary degree, and at the same time make such a demand upon the community for directive intelligence that it may be said that the modern industrial community cannot exist without free<sup>1</sup> popular education carried out in a system of schools ascending from the primary grade to the university. And without a free development of productive industry, enabling the individual to accumulate the wealth necessary for the supply of the necessities of life faster than

<sup>1</sup> Public instruction is free in all the States of the Union, that is, the tuition is furnished gratuitously; and in some municipalities the text-books and stationery are also free.—J. D. P.

He consumes them, there is not left the leisure requisite to that cultivation of intelligence needed in the theoretical discussion and comprehension of public affairs; and without such occupation of the individual with public affairs a democracy could exist only in name.

### VIII

The past and present history of the United States exhibits a process of development comprising three stages:

(a) The settlement of new territory by pioneers, and the reduction of the wilderness to an agricultural country.

(b) The rise of commercial towns and the creation of transit facilities in the new regions.

(c) The development of manufacturing centres, and the ascendancy of domestic commerce.

In consequence of this constant spectacle of the entire process of founding a civilization and developing it from the rudimentary stages up to the completed type, there is produced a peculiar phase of character in the American people. There is always unlimited opportunity for the individual to build anew his fortunes when disaster has overtaken him in one locality.

As a consequence of the perpetual migration from the older sections of the country to the unoccupied territories, there are new States in all degrees of formation. and their institutions present earlier phases of realization of the distinctive type than are presented in the mature growth of the system as it exists in the thickly-settled and older States. Thus States are to be found with little or no provision for education, but they are

rudimentary forms of the American State, and are adopting, as rapidly as immigration enables them to do so, the type of educational institutions already defined as the result of the American political and social ideas.

## IX

The education of the people in schools is a phase of education lying between the earliest period of family-nurture, which is still a concomitant and powerful auxiliary, on the one hand, and the necessary initiation into the specialities of a vocation in practical life on the other. In America, the peculiarities of civil society, and the political organization draw the child out of the influence of family nurture earlier than is common in other countries. The frequent separation of the younger branches of the family from the old stock renders family influence less powerful in moulding character. The consequence of this is the increased importance of the school in an ethical point of view.

## X

In order to compensate for lack of family nurture, the school is obliged to lay more stress upon discipline, and to make far more prominent the moral phase of education. It is obliged to train the pupil into habits of prompt obedience to his teachers and the practice of self-control in its various forms, in order that he may be prepared for a life wherein there is little police restraint on the part of the constituted authorities.

## XI

The school-discipline, in its phase of substitute for

the family, uses *corrective* punishment, which presupposes a feeble development of the sense of honour in the child. It is mostly corporal punishment. But in the phase wherein the school performs the function of preparing the pupil for the formal government of the State, it uses *retributive* punishment, and suspends the pupil from some or all the privileges of the school. In this phase of discipline, a sense of honour is presupposed and strengthened.

## XII

In commercial cities and towns the tendency preponderates towards forms of punishment founded on the sense of honour and towards the entire disuse of corporal punishment. This object has been successfully accomplished in New York, Chicago, Syracuse, and some other cities.<sup>1</sup> In the schools of the country, where the agricultural interest prevails, the tendency to the family form of government is marked.

## XIII

A further difference between the discipline of city schools and that of country schools is founded partly on the fact that the former schools are usually quite large, assembling from three hundred to fifteen hundred pupils in one building, while the latter have commonly less than fifty pupils. In the former, the large numbers admit of good classification; in the latter, classes are quite small, sometimes containing only a single pupil, and the discipline of combination is consequently feebly developed. The commercial tone prevalent in the city tends to develop in its schools quick, alert habits, and

<sup>1</sup> Recent reports of the Superintendent of Schools of New York indicate a different result in that city.—J. D. P.

readiness to combine with others in their tasks. Military precision is required in the manœuvring of classes. Great stress is laid upon (1) punctuality, (2) regularity, (3) attention, and (4) silence, as habits necessary through life for successful combination with one's fellow-men in an industrial and commercial civilization.

#### XIV

The course of study is laid down with the view to giving the pupil the readiest and most thorough practical command of those conventionalities of intelligence, those arts and acquirements which are the means of directive power and of further self-education. These preliminary educational accomplishments open at once to the mind of the pupil two opposite directions: (a) the immediate mastery over the material world, for the purpose of obtaining food, clothing, and shelter directly; (b) the initiation into the means of associating with one's fellow-men, the world of humanity.

#### XV

(a) The first theoretical study necessary for the mastery over the material world is arithmetic—the quantification of objects as regards numbers.

In American schools this is looked upon as of so much importance that more time is given to it than to any other study of the course. Its cultivation of the habit of attention and accuracy is especially valued.

After arithmetic follows geography, in a parallel direction, looking towards natural history. Arithmetic is taught from the first entrance into school, while geography is begun as soon as the pupil can read well.

## XVI

(b) The first theoretical study necessary to facilitate combination of man with his fellow-men is reading the printed page. Accordingly, the prevailing custom in American schools is to place a book in the hands of the child when he first enters school and to begin his instruction with teaching him how to read. As soon as he can read he is able to begin to learn to study books for himself, and thus to acquire stores of knowledge by his own efforts. The art of writing is learned in connection with reading. This culture, in the direction of knowing the feelings, sentiments, and ideas of mankind, is continued throughout the course by a graded series of readers, containing selections of the gems from the literature of the language, both prose and verse. This culture is re-enforced about the fifth year of the course by the study of English grammar, in which, under a thin veil, the pupil learns to discern the categories of the mind and to separate them analytically from modifying surroundings and define them. The common forms of thought and of its expression are thus mastered, and in this way the pupil is to some extent initiated into pure thought, and acquires the ability to resolve problems of the material world and of his own life into their radical elements. The study of the history of the United States (and, in most instances, of the national Constitution) carries on this culture by the contemplation of the peculiarities of his nation as exhibited in its historic relations.

## XVII

The cardinal studies of the "common school" are

(1) reading and writing, (2) grammar, (3) arithmetic, (4) geography; the first two look towards mastery over spiritual combination; the latter two, over material combination. The common school aims to give the pupil the great arts of receiving and communicating intelligence. Drawing and vocal music are taught quite generally, and the rudiments of natural science are taught orally in most city schools. Declamation of oratorical selections is a favourite exercise, and is supposed to fit the youth for public and political life. Debating societies are formed for the same purpose.

### XVIII

The secondary education, carried on in "high schools," "academies," and "seminaries," to the studies of the common school adds: (1) On the side of theoretical command of material means: (a) algebra, geometry, calculus, and some forms of engineering (surveying, navigation, &c.); (b) natural philosophy or physics (*i.e.*, nature quantitatively considered); (c) physical geography or natural history (nature organically considered). (2) On the side of the humanities: (a) rhetoric, (b) English literature, (c) Latin (the basis of the English vocabulary, as regards generalization and reflection as well as social refinement), (d) a modern language, commonly German or French, of which the latter serves the same general purpose as Latin, in giving to English-speaking people a readier command, a more intuitive sense of the meaning of the vocabulary of words contributed by the Roman civilization to modern languages, and especially to the English (whose

vocabulary is chiefly Roman, though its grammatical form is Gothic).

The high schools generally form a portion of the free public school system; the academies and seminaries are generally founded and supported by private enterprise or religious zeal, and are not controlled or interfered with by the State, although many of them are chartered by it and are free from taxation.

### XIX

The highest form of school education is found in the colleges and universities scattered through the country, some under the control and support of the State, but far the larger number founded and supported by religious denominations or private endowment and tuition fees from the students. All, or nearly all, of them are chartered by the State, and their property is exempt from taxation. These institutions support one or more of the following courses:—

(a) Academic course, generally of four years, a continuation of the secondary education as herein described, embracing a course in Latin and Greek, French and German, higher mathematics, and some of their applications, the general technics of the natural sciences, and also of the social and political sciences, belles-lettres and universal history, logic, metaphysics, and moral philosophy; (b) a scientific school; (c) a law-school; (d) a medical school; (e) a theological seminary; (f) a normal school (for the training of teachers; this is seldom found except in State universities, but is usually a separate institution, founded by the State or municipality).



The academic course is the college course proper ; when united to the others it forms a "university."

## XX

The general system of instruction lays special emphasis on the use of text-books, and the prevalent tendency is towards giving the pupil an initiation into the method of using the printed page in the form of books and periodicals for the purpose of obtaining information from the recorded experience of his fellow-men ; but in many schools and systems of schools equal or greater stress is laid upon the practical method of conducting investigations for the purpose of verification and of original discovery.

## XXI

In the Northern States the coloured population (being small in number) usually attend the same schools as the white population. In those States in which the coloured people are very numerous, separate schools, with few exceptions, are established for them.

## XXII

In the country girls and boys attend the same school : in some of the older cities the sexes are educated together in the primary schools, but separated in the grammar and high schools. The course of study is generally the same for boys and girls. In cities of most recent growth, the co-education of the sexes prevails from the primary school up through the higher grades, and some colleges admit both sexes.<sup>1</sup> There are

<sup>1</sup> San Francisco is an exception.—J. D. P.

also colleges established for the education of women alone.

### XXIII

Private schools, supported by individual enterprise or by corporations and religious denominations, are numerous, and the course of study in them is nearly the same as in the public schools, except in laying more stress upon certain ornamental branches, such as vocal and instrumental music, French, drawing and painting, embroidery, &c.

These schools are more frequently for the separate education of the sexes, and for secondary education. Very many academies and seminaries have been founded with a view to supplying the Christian ministry with clergymen. There are some denominations more or less hostile to the public school system because of its secularity, and these favour a division of the school funds so as to allow each denomination to carry on its own school system.

### XXIV

Sectarian instruction is not given in the public schools. Religious, particularly sectarian, training is accomplished mainly in families and by the several denominations in their Sunday-schools or in special classes that recite their catechisms at stated intervals during the week. It is quite a common practice to open or close the public schools with Bible reading and prayer. Singing of religious hymns by the entire school is still more common.

### XXV

Free evening schools are common in cities, to provide

means of improvement for adults and for youths who are prevented from attending the day-schools by reason of some useful employment. Special attention is given in them to reading, writing, and arithmetic, and to certain industrial studies, such as book-keeping, line-drawing, &c.

## XXVI

Schools for unfortunates, including reform schools for vicious children, asylums for the blind, insane, deaf and dumb, idiots, and orphans, are usually established by the State-government directly, and less frequently by municipal corporations, and to some extent by religious denominations. In cities, truant-schools, established by the municipal authorities, are becoming common, and seem to be necessary where compulsory-attendance laws exist.

## XXVII

In the city schools female teachers largely preponderate, composing frequently 90 per cent. of the entire corps of teachers. In country schools the proportion is very much smaller, but has increased considerably in late years. The pupil, coming directly from home influence, finds a less abrupt change upon entering the school under the charge of a female teacher. The female character, being trained by experience in family supervision to the administration of special details wherein division of labour cannot prevail to any great extent, is eminently fitted to control and manage the education of the child while it is in a state of transition from caprice to rationally-regulated exercise of the will; and the development of individuality is generally more harmonious up to a certain age if the pupil is

placed under female teachers. The comparatively small cost of female labour, also, largely determines its employment in all public schools.

### XXVIII

The ratio of the entire population in school varies from 16 per cent. in some cities down to 5 per cent., or even 3 per cent. in some agricultural sections. City-schools generally hold their sessions daily—from 9 to 12 a.m. and from 1 to 4 p.m., with a recess of a quarter of an hour in each session—for five days in the week, and for about ten months in the year, two months or less being allowed for vacations. In some cities the plan of half-day schools for young children has been tried, and in many cities such children are not confined to the school-room more than four hours a day. The school-age of the pupil generally begins at six years and ends at sixteen, but in the cooler climates of the northern sections it begins earlier and lasts longer; the school-sessions are usually longer in the colder climates.

### XXIX

The salaries paid teachers indicate somewhat the estimate placed upon their work by the public. For some years there has been a steady increase in salaries. Better qualifications have been brought to the work, and teaching, particularly in cities, has become a regular occupation. Teachers mingle freely in the best social circles and enjoy the respect of the community.

### XXX

Educational journals are published in nearly every

State. These journals are sometimes published by the State-superintendent of public instruction, sometimes by committees appointed by State-associations of teachers, and more frequently by individuals. In addition to these periodicals, there are many local educational papers issued by city or county-teachers' associations, and some of the secular papers have educational departments. The State and city educational reports take rank among the ablest of our public documents.





STATISTICAL SUMMARIES

FROM THE

ANNUAL REPORT OF THE UNITED STATES

COMMISSIONER OF EDUCATION

FOR THE YEAR 1876

INTRODUCTORY NOTE



IN examining the following summaries, it is important to bear in mind that they are derived from statistical information voluntarily furnished in response to circulars of inquiry sent to educational officials by the Commissioner, as he is not invested with authority to require returns to be made to the Bureau of Education, the agency under his direction, through which his operations are carried on. One object in presenting the comparative view contained in these tables is to show the increasing completeness, from year to year, in the returns thus voluntarily furnished. It will be observed that in some items the returns are much more complete than in others; for example, while nearly every state and territory reports the "number enrolled," only twenty-seven out of the thirty-eight states report the "number in

daily attendance," and this accounts in part for the great difference between those numbers. It will be observed that the "school population" is far greater than the number enrolled; this difference is largely due to the fact, that in a majority of the states "school population" means the number of those persons who are between six and twenty-one years old, which is obviously a much larger number than could be expected to be enrolled as pupils in schools.—J. D. P.

STATISTICAL SUMMARY, SHOWING THE SCHOOL POPULATION,  
ENROLMENT, AND ATTENDANCE FOR 1871, 1872, 1873,  
1874, 1875, AND 1876, AS COLLECTED BY THE BUREAU  
OF EDUCATION

	Year	Number Reporting		In States	In Territories
		States	Territories		
School Population	1871	29	—	9,632,969	—
	1872	37	7	12,740,751	88,097
	1873	37	11	13,324,797	134,128
	1874	37	11	13,735,672	139,378
	1875	36	8	13,889,837	117,685
	1876	37	8	14,121,526	101,465
Number enrolled in Public Schools	1871	28	—	6,393,085	—
	1872	34	7	7,327,415	52,241
	1873	35	10	7,865,628	69,968
	1874	34	11	8,030,772	69,209
	1875	37	11	8,678,737	77,922
	1876	36	10	8,293,563	70,175
Number in daily attendance	1871	25	—	3,661,739	—
	1872	28	4	4,081,569	28,956
	1873	31	5	4,166,062	33,677
	1874	30	4	4,488,075	33,489
	1875	29	5	4,215,380	36,428
	1876	27	5	4,032,632	34,216
Number of Pupils in Private Schools	1871	14	—	328,170	—
	1872	18	5	356,691	7,592
	1873	22	5	472,483	7,859
	1874	13	5	352,460	10,128
	1875	13	5	186,385	13,237
	1876	14	3	228,867	9,137

STATISTICAL SUMMARY, *continued.*

	Year	Number Reporting		In States	In Territories
		States	Territories		
Total number of Teachers	1871	26	—	180,635	—
	1872	33	7	216,062	1,177
	1873	35	6	215,210	1,511
	1874	35	8	239,153	1,427
	1875	36	9	247,423	1,839
	1876	37	9	247,557	1,726
Number of Male Teachers	1871	24	—	66,949	—
	1872	30	6	81,135	374
	1873	28	5	75,321	529
	1874	28	7	87,395	499
	1875	31	8	97,796	656
	1876	32	9	95,483	678
Number of Female Teachers	1871	24	—	108,743	—
	1872	30	6	123,547	633
	1873	28	5	103,734	786
	1874	28	7	129,049	731
	1875	31	8	132,185	963
	1876	32	9	135,644	898
Public School Income	1871	30	—	64,594,919	—
	1872	35	6	71,988,718	641,551
	1873	35	10	80,081,583	844,666
	1874	37	10	81,277,686	881,219
	1875	37	8	87,527,278	1,121,672
	1876	38	9	86,632,067	717,416
Public School Expenditure	1871	24	—	61,179,220	—
	1872	31	6	70,035,925	856,056
	1873	36	10	77,780,016	995,422
	1874	35	9	74,169,217	805,121
	1875	34	9	80,950,333	982,621
	1876	36	10	83,078,596	926,737
Permanent School Fund	1871	19	—	41,466,854	—
	1872	31	1	65,850,572	64,385
	1873	28	1	77,870,887	137,507
	1874	28	—	75,251,008	—
	1875	28	3	81,486,158	323,236
	1876	30	2	97,227,909	1,526,961



## CITY SCHOOLS

A summary of the returns from 192 cities, having each over 7,500 inhabitants:—

Estimated present population . . .	9,128,955
School population . . .	2,205,007
Number of school buildings . . .	2,997
Number of sittings for study . . .	821,650
Number of teachers . . .	23,504
Whole number enrolled . . .	1,343,487
Average daily attendance . . .	835,255
Estimated enrolment in private schools . . .	352,264
Estimated cash value of taxable property in the city . . .	\$6,808,057,159
Estimated real value of property used for school purposes . . .	\$77,128,654
Total receipts for the year 1876 . . .	\$24,503,025
Total expenditures for the year 1876 . . .	\$25,016,526

## NORMAL SCHOOLS

The following is a comparative summary of normal schools, instructors, and pupils, reported to the Bureau of Education, from 1870 to 1876—

	1870	1871	1872	1873	1874	1875	1876
Number of institutions	53	65	98	113	124	137	151
„ instructors	178	445	773	887	966	1,031	1,065
„ students	10,028	10,922	11,778	16,620	24,405	29,105	33,921

## COMMERCIAL AND BUSINESS COLLEGES

The following is a comparative exhibit of colleges for business training, as reported to the Bureau of Education, from 1870 to 1876 inclusive—

	1870	1871	1872	1873	1874	1875	1876
Number of institutions	26	60	53	112	126	131	137
„ instructors	154	168	263	514	577	594	599
„ students	5,824	6,460	8,451	22,397	25,892	26,109	25,234

## KINDERGARTENS

The number of Kindergartens, instructors, and pupils, reported to the Bureau of Education, from 1873 to 1876 inclusive—

	1873	1874	1875	1876
Number of institutions . . .	42	55	95	130
" instructors . . .	73	125	216	364
" pupils . . .	1,252	1,636	2,809	4,090

## SECONDARY INSTRUCTION

The following is a comparative summary of the number of institutions for secondary instruction, making returns to the Bureau of Education, from 1871 to 1876 inclusive—

	1871	1872	1873	1874	1875	1876
Number of institutions	638	811	944	1,031	1,143	1,229
" instructors	3,171	4,501	5,058	5,466	6,081	5,999
" students	80,227	98,929	118,570	98,179	108,235	106,647

## PREPARATORY SCHOOLS

The following is a comparative statement of the statistics of preparatory schools, as reported to the Bureau of Education, from 1873 to 1876 inclusive—

	1873	1874	1875	1876
Number of institutions . . .	86	91	102	115
" instructors . . .	690	697	746	736
" students . . .	12,487	11,414	12,954	12,369

## SUPERIOR INSTRUCTION OF WOMEN

The following is a comparative summary of institutions, instructors, and pupils, as reported to the Bureau of Education, from 1870 to 1876 inclusive—

	1870	1871	1872	1873	1874	1875	1876
Number of institutions	33	136	175	205	209	222	225
" instructors	378	1,161	1,617	2,120	2,285	2,405	2,404
" students	5,337	12,841	11,288	24,613	23,445	23,795	23,856

## UNIVERSITIES AND COLLEGES

The following is a statement of the comparative number of this class of institutions, with instructors and students, as reported to the Bureau of Education, from 1870 to 1876, inclusive—

	1870	1871	1872	1873	1874	1875	1876
Number of institutions	266	290	298	323	343	355	356
" instructors	2,823	2,962	3,040	3,106	3,783	3,999	3,920
" students	49,163	49,827	45,617	52,053	56,692	58,894	56,481

## SCHOOLS OF SCIENCE

The following statement shows the number of institutions and departments of this class, with instructors and students, as reported to the Bureau of Education in each year, from 1870 to 1876 inclusive.

The numbers under 1873, 1874, and 1875, include the national military and naval academies—

	1870	1871	1872	1873	1874	1875	1876
Number of institutions	17	41	70	70	72	74	75
" instructors	144	303	724	749	609	758	793
" students	1,413	3,303	5,395	8,950	7,244	7,157	7,614

## SCHOOLS OF THEOLOGY

The following is a comparative statement of the number of schools of theology (including theological departments) reporting to the Bureau of Education each year, from 1870 to 1876 inclusive, with the number of professors and number of students—

	1870	1871	1872	1873	1874	1875	1876
Number of institutions	80	94	104	110	113	123	124
" instructors	339	369	435	573	579	615	580
" students	3,254	3,204	3,351	3,838	4,356	5,234	4,266

## SCHOOLS OF LAW

The following is a statement of the number of schools of law reporting to the Bureau each year, from 1870 to

1876 inclusive, with the number of instructors and students—

	1870	1871	1872	1873	1874	1875	1876
Number of institutions	28	30	37	37	38	43	42
" instructors	99	129	151	158	181	224	218
" students	1,653	1,722	1,976	2,174	2,585	2,677	2,664

### SCHOOLS OF MEDICINE

The following is a comparative statement of the number of schools of medicine, dentistry, and pharmacy reported to the Bureau of Education each year, from 1870 to 1876 inclusive, with the number of instructors and students—

	1870	1871	1872	1873	1874	1875	1876
Number of institutions	63	82	87	94	99	106	102
" instructors	588	750	726	1,148	1,121	1,172	1,201
" students	6,943	7,045	5,995	8,681	9,095	9,971	10,143

### PUBLIC LIBRARIES

The following is a summary of the general statistical tables of the "Special Report on Public Libraries in the United States," published by the Bureau of Education in October, 1876, with the addition of the totals for the seventy-six additional libraries, which have since reported to the Bureau—

Total number of libraries reported	3,723
" number of volumes	12,376,473
" yearly additions (1,556 libraries reporting)	441,722
" yearly use of books (784 libraries reporting)	9,065,178
" amount of permanent fund (1,732 libraries reporting)	\$6,523,747
" amount of yearly income (879 libraries reporting)	\$1,329,703
" yearly expenditure for books, periodicals, and binding (814 libraries reporting)	\$572,477

Total yearly expenditure for salaries, incidental, and expenses (679 libraries reporting)	\$691,324
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**SUMMARY OF STATISTICS OF INSTITUTIONS FOR THE DEAF  
AND DUMB FOR THE YEAR 1876**

Number of institutions	42
Number of instructors	312
Number under instruction during the year	5,209
Total number who have received in- struction	16,686
Expenditure for the year	\$1,232,858

**SUMMARY OF STATISTICS OF SCHOOLS FOR THE BLIND**

Number of institutions	29
Number of instructors and other em- ployés	580
Number of blind employés and work- men	171
Number of pupils	2,083
Number of pupils admitted since open- ing	7,684
Number of volumes in the libraries	16,325
Total expenditure for the past year	\$736,559

**SUMMARY OF STATISTICS OF REFORM SCHOOLS**

Number of institutions	51
Number of teachers, officers, and as- sistants—Male	448
Female	352
Number committed during the year 1876	9,514
Number discharged during the year 1876	7,698
Male inmates	9,505
Female	2,582

Whites . . . . .	9,530
Coloured . . . . .	827
Annual cost of institutions . . . . .	\$1,404,183

SUMMARY OF STATISTICS OF SCHOOLS FOR FEEBLE-MINDED YOUTH

Number of institutions . . . . .	11
Number of instructors and employés . . . . .	318
Number of inmates—Males . . . . .	918
Females . . . . .	642
Total . . . . .	1,560
Number dismissed improved since opening . . . . .	1,820
Income . . . . .	\$276,388
Expenditure . . . . .	\$302,686

BENEFACTIONS

The following is a statistical summary of benefactions for educational purposes for the year 1876—

For endowments and general purposes	\$1,799,607
For grounds, buildings, and apparatus	1,483,936
For professorships . . . . .	210,369
For fellowships, scholarships, and prizes	123,226
Aid for indigent students . . . . .	12,723
Libraries and museums . . . . .	700,851
Objects not specified . . . . .	361,133
Total amount . . . . .	4,691,845

NATIONAL AID OF EDUCATION

I Land Grants

	Acres
Sixteenth and thirty-sixth sections for common schools . . . . .	67,983,914
Seminary lands . . . . .	1,082,880
Colleges of agriculture and the mechanic arts . . . . .	9,600,000
Special grants . . . . .	51,651

	Acres
Internal improvement grants, State action .	3,000,000
For common schools and academies in Tennessee, Act April, 1806 . . . . .	200,000
Swamp and overflowed lands, State action	13,784,710
For Indian schools in Mississippi . . . . .	34,560
Total . . . . .	95,737,714

## II Grants of Money

Percentages of net proceeds of public lands . . . . .	\$1,764,439.34
Surplus revenue, Act of 1836, option of States . . . . .	28,101,644.91
Schools for freedmen . . . . .	3,711,225.47
For libraries and sundry publications . . . . .	3,326,497.70
Indian schools, excluding appropriations under treaties . . . . .	561,027.15
U. S. Military Academy, West Point . . . . .	6,801,482.73
United States Naval Academy, Annapolis . . . . .	3,518,880.63
Total . . . . .	\$47,785,197.93





## OFFICIAL SCHEME OF THE EDUCATIONAL EXPOSITION



IN the "System of General Classification," the Educational section of the Universal Exposition is comprised in classes six, seven, and eight, of Group II, as follows:—

### CLASS 6—EDUCATION OF CHILDREN, PRIMARY INSTRUCTION, INSTRUCTION OF ADULTS.

Plans and models of day nurseries (*crèches*), orphan asylums, infant schools, and Kindergartens; system of management and furniture of such establishments. Appliances for instruction suitable for the physical, moral, and intellectual training of the child previous to its entering school.

Plans and models of scholastic establishments for town and country; management and furniture for these establishments. Appliances for instruction: books, maps, apparatus, and models.

Plans and models of scholastic establishments for adult and professional instruction; system of management and furniture of these establishments. Appliances for adult and professional instruction.



Appliances for the elementary teaching of music, singing, foreign languages, bookkeeping, political economy, practical agriculture and horticulture, technology, and drawing.

Appliances adapted to the instruction of the blind and of deaf mutes.

Works of pupils of both sexes.

Libraries and publications.

#### CLASS 7—ORGANIZATION AND APPLIANCES FOR SECONDARY INSTRUCTION.

Plans and models of establishments for secondary instruction, lyceums, grammar schools, colleges, industrial and commercial schools; arrangement and furniture of such establishments.

Collections: classical works, maps, and globes.

Appliances for technological and scientific instruction, and for teaching the fine arts, drawing, music, and singing.

Apparatus and methods for instruction in gymnastics, fencing, and military exercises.

#### CLASS 8—ORGANIZATION, METHODS, AND APPLIANCES FOR SUPERIOR INSTRUCTION.

Plans and models of academies, universities, medical schools, practical schools, technical and practical schools, schools of agriculture, observatories, scientific museums, amphitheatres, lecture-rooms, laboratories for instruction and research.

Furniture and arrangement of such establishments.

Apparatus, collections, and appliances intended for higher instruction and scientific research.

Special exhibitions of learned, technical, agricultural, commercial, and industrial societies and institutions.

Scientific expeditions.



# CATALOGUE OF EXHIBITS

## I

UNITED STATES BUREAU OF  
EDUCATION

## II

ALPHABETICAL LIST



Truly, America has a great future before her ; great in toil, in care, and in responsibility ; great in true glory if she be guided in wisdom and righteousness ; great in shame if she fail.

I cannot understand why other nations should envy her, or be blind to the fact that it is for the highest interests of mankind that she should succeed ; but the one condition of success, her sole safeguard, is the moral worth and intellectual clearness of the individual citizen.

Education cannot give these, but it may cherish them and bring them to the front in whichever station in society they are to be found, and the universities ought to be, and may be, the fortresses of the higher life of the Nation.—HUXLEY.



I

# THE UNITED STATES BUREAU

## OF EDUCATION AT WASHINGTON

JOHN EATON, COMMISSIONER



HIS Bureau was created by the Act of Congress of March 2, 1867. In determining its functions, that Act says it shall be established "for the purpose of collecting such statistics and facts as shall show the condition and progress of education in the several States and Territories, and of diffusing such information respecting the organization and management of school systems and methods of teaching as shall aid the people of the United States in the establishment and maintenance of efficient school systems, and otherwise promote the cause of education."

The Bureau is not an administrative agency. It is invested with no authoritative direction of the school systems of the States. Its operations are limited to the collection and diffusion of information, but the field of research for obtaining the needed information is not restricted. Hence the publications of the Bureau comprise, in addition to the reports on the condition of education at home, a large amount of useful information as to the systems, means, and results of instruction in foreign countries. Besides its annual reports, it issues occasional publications under the general title of "Circulars of Information."

As one of the fruits of its operations, the Bureau has collected a Pedagogical Library of almost unexampled richness in its special line. Its collections of publications are, as far as time and means permit, so bound, classified, and arranged as to be immediately available for any line of educational research to be undertaken.

The Bureau has also laid the foundation of a Pedagogical

Museum, to illustrate school architecture, furnishing and fitting, and appliances and apparatus for instruction of all descriptions.

The following is a list of the publications of the Bureau:—

*Under the Administration of Dr Henry Barnard,  
the First Commissioner*

Report for 1867-68.

Special Report on the District of Columbia.

*Under the present Administration*

First Annual Report, 1870.

Second Annual Report, 1871.

Third Annual Report, 1872.

Fourth Annual Report, 1873.

Fifth Annual Report, 1874.

Sixth Annual Report, 1875.

Seventh Annual Report, 1876.

August, 1870. Circular respecting Illiteracy of 1860; School-room Diseases, &c.

July, 1871. Report on the Systems of Public Instruction in Sweden and Norway.

November, 1871. Methods of School Discipline.

December, 1871. Compulsory Education.

January, 1872. German and other Foreign Universities.

February, 1872. Reports on the Systems of Public Instruction in Greece, the Argentine Republic, Chili, and Ecuador, with Statistics of Portugal and Japan, and an Official Report on Technical Education in Italy.

March, 1872. 1. An Inquiry concerning the Vital Statistics of College Graduates. 2. Distribution of College Students in 1870-71. 3. Facts of Vital Statistics in the United States, with Tables and Diagrams.

April, 1872. The Relation of Education to Labour.

June, 1872. Education in the British West Indies.

July, 1872. The Kindergarten.

November, 1872. American Education at the International Exposition to be held at Vienna in 1873.

1872. Free-school Policy in connection with leading Western Railways.

Nº 1, 1873. Historical Summary and Reports on the Systems of Public Instruction in Spain, Bolivia, Uruguay, and Portugal.

Nº 2, 1873. Schools in British India.

Nº 3, 1873. Account of College commencements for the Summer of 1873, in Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, and Pennsylvania.

N<sup>o</sup> 4, 1873. Lists of Publications by Members of certain College Faculties and learned Societies in the United States.

N<sup>o</sup> 5, 1873. Account of College commencements during 1873 in the Western and Southern States.

N<sup>o</sup> 1, 1874. Proceedings of the Department of Superintendence of the National Teachers' Association.

N<sup>o</sup> 2, 1874. Drawing in Public Schools; the present relation of Art to Education in the United States.

N<sup>o</sup> 3, 1874. History of Secondary Instruction in Germany.

1874. Contributions to the Annals of Medical Progress and Medical Education in the United States before and during the War of Independence.

1874. A Statement of the Theory of Education in the United States of America, as approved by many leading Educators.

#### CONTRIBUTIONS FROM THE BUREAU

##### I Publications:—

Annual Reports, 1870-1876, 7 vols, 8vo.

Circulars of information, 1870-72, 1873, 1874, 1875, 4 vols, 8vo.

Special Report on Public Libraries, 2 parts, 2 vols, 8vo.

Special Report on Medical Education before 1776, a pamphlet.

Special Report on Medical Education, 1776-1875, a pamphlet.

History of the Bureau of Education, a pamphlet.

A Statement of the Theory of American Education, a pamphlet.

##### II Maps showing certain facts respecting American Education in the year 1876:

1. Grants of land by the Federal Government for the promotion of Education.
2. Kindergartens.
3. Orphan Asylums.
4. Reform Schools.
5. Schools for Deaf-Mutes and the Blind.
6. Secondary Schools for Boys.
7. Secondary Schools for Girls.

8. Secondary Schools for both Boys and Girls.
9. Normal Schools.
10. Commercial Schools.
11. Colleges for Women.
12. Universities and Colleges.
13. Schools of Theology.
14. Schools of Law.
15. Schools of Medicine and Anatomical Museums.
16. Schools of Dentistry and Pharmacy.
17. Museums of Natural History.
18. Art Schools and Museums of Art.
19. Libraries.
20. The Benefactions of Mr. George Peabody to American Education.

*Memorandum.*—These maps were executed, under the supervision of the U. S. Commissioner of Education, by First Lieut. J. C. Mallery, Corps of Engineers, U. S. Army.

III Statistical charts showing the educational condition of all the States of the Union, and of all the cities (190 in number) of 7,500 or more inhabitants.

IV PRINTED CATALOGUES of Public Libraries in the United States: A specimen Collection from the Library of the UNITED STATES BUREAU OF EDUCATION, with copies of the Special Report on Public Libraries in the United States of America :

#### DISTRICT OF COLUMBIA

*Washington.* Bureau of Education, Public Libraries in the United States of America, 2 parts in 1 vol. 1876. The same in 2 vols, Parts I and II, 1876.

Department of the Interior, 1877.

Independent Order of Odd Fellows Association, 1868.

Library of Congress, Authors, 1864 ; Subjects, vol. 1, A—L, 1869 ; vol. 2 L—Z, 1869 ; Books added, 1867, 1868, 1869, 1870, 1871, and 1872.

National Medical Library, U. S. Army, Specimen of Catalogue, 1876.

Surgeon General's Office, U. S. Army, vol. 1, A—I, 1873 ; vol. 2, M—Z, 1874 ; vol. 3, Supplement, 1874 ; List of American Medical Journals, No 1, 1872.

Washington and Young Men's Christian Association Library, 1871.

## CALIFORNIA

*Sacramento.* State Library, vol. 1, Law Library, 1870; vol. 2, general library, 1871.

*San Francisco.* Mercantile Library, 1874; with Supplement, 1875.

## CONNECTICUT

*Hartford.* Young Men's Institute Library, 1873.

*Norwich.* Otis Library, 1867.

*Waterbury.* Silas Bronson Library, 1870.

## DELAWARE

*Wilmington.* Wilmington Institute Library, 1875.

## ILLINOIS

*Chicago.* Finding Lists of the Public Library, 1876.

*Elgin.* Catalogue of the Public Library, 1874.

## INDIANA

*Evansville.* Public Library, 1876.

*Indianapolis.* Public Library, 1873.

## IOWA

*Davenport.* Finding Lists of the Library Association, 1876.

*Dubuque.* Young Men's Library Association, 1874.

*Iowa City.* Grand Lodge of Iowa, 1873.

## MAINE

*Augusta.* Maine State Library, 1862.

*Bangor.* Library of the Mechanics' Association, 1875.

*Brunswick.* Library of Bowdoin College, 1873.

## MARYLAND

*Annapolis.* Maryland State Library, 1874.

*Baltimore.* Library of the I. O. Odd Fellows, 1877. Library of the Maryland Institute, 1857; Mercantile Library, English Fiction, 1874.

## MASSACHUSETTS

*Amesbury.* Public Library of Amesbury and Salisbury, 1866.

*Amherst.* Amherst College Library, 1855 and 1871, in 1 vol.

*Andover.* Memorial Hall Library, 1874.

*Barnstable.* Sturgis Library, 1877.

*Boston.* Boston Athenæum, 1827; City Hospital Library, 1873; Massachusetts Historical Society, vol. 1, A—L, 1859; vol. 2, M—Z, 1859; Massachusetts Horticultural Society, 1873; Public Library, Lower Hall, History, Biography, and Travel, 1873; Bates Hall, Index to Catalogue, First Supplement, 1866; Social Law Library, 1865.

*Brighton.* Holton Library, 1872.

*Brookline.* Public Library, 1873.

*Concord.* Free Public Library, 1875.

*Danvers.* Peabody Institute Library, 1857.

*Fall River.* Public Library, 1874.



- Framingham.* Town Library, 1876.  
*Georgetown.* Peabody Library, 1869.  
*Groton.* Lawrence Academy, 1850.  
*Holbrook.* Holbrook Public Library, 1874.  
*Hyde Park.* Public Library, 1874.  
*Lancaster.* Town Library, 1877.  
*Lynn.* Public Library, 1873.  
*Milton.* Public Library, 1871.  
*New Bedford.* Free Public Library, 1858 ; Supplement, 1869.  
*Quincy.* Public Library, 1875.  
*Randolph.* Turner Free Library, 1877.  
*Southbridge.* Public Library, 1876.  
*Springfield.* City Library Association, 1871.  
*Swampscott.* Town Library, 1876.  
*Waltham.* Public Library, 1875.  
*Wayland.* Public Library, 1875.

## MICHIGAN

- Detroit.* Young Men's Society, 1865.

## MISSOURI

- St Louis.* Mercantile Library, 1876. Public School Library, 1870.

## NEW HAMPSHIRE

- Dover.* Library of Dover, 1874.  
*Exeter.* Library of the Town, 1871.  
*Portsmouth.* Portsmouth Athenæum, 1862.

## NEW JERSEY

- Newark.* Library of the Newark Association, 1857.

## NEW YORK

- Albany.* Albany Institute Library, 1855 ; State Library, General Library, 1855 ; Law Library, 1855 ; Maps, Manuscripts, Medals, &c. 1856 ; First Supplement, General Library, 1861 ; Subject Index, General Library, 1872.  
*Brooklyn.* Young Men's Christian Association Library, 1872.  
*Buffalo.* Young Men's Association Library, First Supplement, 1872.  
*Newburgh.* Free Library, 1868.  
*New York City.* American Bible Society, 1863 ; American Institute Library, 1852, with Supplement, 1857 ; Apprentices' Library, 1865 and 1874 ; Astor Library, Part 1, Authors and Books, 4 vols. 1857-61 ; Supplement, with General Index, 1866. Columbia College, 1874. Historical Society, 1859. Law Institute Library, 1874. Mercantile Library, 1866, with Supplement, 1869 ; and Second Supplement, 1872. New York Hospital, 1818. New York Prison Association, 1877. School of Mines of Columbia College, 1875. Society Library, 1838.  
*Oswego.* Second Catalogue of the City Library, 1876.

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## OHIO

*Cincinnati.* Mount St Mary's Seminary, 1873, with Supplement, 1875. Public Library, 1871.

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*Newport.* People's Library, 1870. Redwood Library and Athenæum, 1860.

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## SOUTH CAROLINA

*Charleston.* Charleston Library Society, 1826, 1876.

## TENNESSEE

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## VERMONT

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## VIRGINIA

*Petersburg.* Library Association, 1854.

## WISCONSIN

*Madison.* State Library, 1872. State Historical Society, vol. 1, A—1, 1873, vol. 2, M—Z, 1873.

*Milwaukee.* National House for Disabled Volunteer Soldiers, 1875.





## II

### ALPHABETICAL LIST



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Text Books used in the Public Schools, as follows :

Series of Arithmetics, by Davies ; Primary, Intellectual, Practical, University ; Elementary Algebra, by Davis ; Book-keeping, by Bryant, Stratton, and Packard, six books ; Lessons in Language, by Hadley ; Teachers' Manual, by Orcutt ; Early and Infant School Education, by Currie ; Drawing Books and Cards, by Smith, 2 vols ; New History of English and American Literature, by Shaw ; Masterpieces in English Literature, by Sprague ; Elementary and Complete Course of Geography, by Swinton ; Physical Geography, by Guyot ; Geographical Drawing Book, by Apgar ; Elementary Geometry, by Bradbury ; Oral Course in Grammar, Common School Grammar, Comprehensive Grammar, by Kerl ; Pronouncing Hand Book, by Soule and Campbell ; Concise School History of the United States, by Campbell ; Outlines of the World's History, by Swinton ; Elements of Intellectual Science, by Porter ; Primary Music Reader, Intermediate Music Reader, Fourth Music Reader, by Mason ; Child's Book of Nature, Parts I, II, III, by Hooker ; First Lessons in Physiology, by Hotze ; First Lessons in Physics, by Hotze ; Ganot's Natural Philosophy, by Peck ; How Plants Grow, by Gray ; New Lessons and Manual of Botany, by Gray ; Spencerian Copy Books ; Theory of Spencerian Penmanship ; Series of Franklin Reading Books, by Hillard ; Primer or First Reader, Second Reader (these two volumes also in Leigh's Pronouncing Orthogra-

phy), Third Reader, Fourth Reader, Fifth Reader, Sixth Reader and Speaker; Primary Spelling Book, Comprehensive Spelling Book, by Worcester; Spelling Exercise Book; Word Analysis, by Swinton.

Reference Books used in the Public Schools:—Chart of Colours, by Wilson; National Music Charts, First, Second, Third Series, by Mason; Spencerian Charts of Writing: Sound Charts, by Leigh; New Universal Cyclopædia, Vols. I, II, III, IV, by Johnson; Encyclopædia of Science, Literature, and Art, by Brande; Series of Dictionaries, by Worcester; Primary School Dictionary, Academic Dictionary, Comprehensive Dictionary, Octavo Dictionary, Quarto Dictionary; Teachers' Manuals for Freehand Drawing in Primary and in Intermediate Schools, by Smith; Teachers' Manual of Freehand Drawing and Designing; Lippincott's Pronouncing Gazetteer of the World, 2 vols; Manual of Gymnastic Exercises, by Mason; Vocal and Physical Training, by Monroe; Dictionary of Mathematics, by Davies and Peck; Grammar of Arithmetic, by Davies; National Music Teacher, by Mason; Lessons on Objects, by Sheldon; Object Lessons for Teachers and Parents, by Calkins; Pedagogics as a System, by Rosenkranz; How to Teach, by Kiddle, Harrison, and Calkins; Spencerian Key to Practical Penmanship.

Scholars' Work:—Drawing, Third, Fourth, Fifth, Sixth, Seventh, Eighth, and Ninth School Years, and Boys' Special Classes, 9 vols, 712 Specimens; Public Coloured Schools of Washington and Georgetown, 1 vol, 134 Specimens; Map Drawing; Memory Exercises, 1 vol, 80 Specimens; Map Drawing and Language Lessons; Third and Fourth School Years, 2 vols, 565 Specimens; Manuscripts of Examination, Fifth, Sixth, Seventh, Eighth, and Ninth School Years, 5 vols, 503 Specimens; Miscellaneous, Second School Year, 1 vol, 313 Specimens; Normal School Work, Miscellaneous, 1 vol, 230 Specimens; Penmanship:



Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, and Ninth School Years, in Copies of the Poems : Chevy Chase, The Hermit, Maud Muller, Boston Hymn, The Pleasure Boat, Garibaldi in Piedmont, For Annie, The Fountain, The Last Leaf, Drifting, The American Flag, Joseph Rodman Drake, The Village Blacksmith, To a Waterfowl, 10 vols, 1,175 Specimens ; Spelling Exercise Books, 2 vols, 483 Specimens ; Slate Work :—First School Year, 24 Slates.

Teachers' Work : Autographs, 2 vols ; Drawing, 1 vol.

WASHINGTON AND JEFFERSON COLLEGE, Washington, Penn. George Hayes, President.

Portfolio of Eight Photographs of College Buildings ; Bound Volume of Examination Papers on the Constitution of the United States, by the Senior Class.

WATERVILLE, Kansas. D. E. Saunders, Superintendent.

Scholars' Work.

WELLESLEY COLLEGE, Wellesley, Mass. Ada L. Howard, President.

Wellesley College was established in 1875. The grounds are 300 acres in extent, and the buildings are of the most approved modern pattern, nearly \$1,000,000 having been expended in their construction and furnishing. The design of the institution, as set forth in the catalogue, is "to provide for the radical change in the education of women which is made necessary by the great national demand for their higher education. . . . The leading object in Wellesley College is to educate learned and useful teachers. . . . It is not intended to be like an ordinary finishing school for girls. It is a college, arranged for collegiate methods of instruction, and for courses of very difficult study, such as are pursued in none but the best colleges." It has a full faculty. Its courses of study are substantially the same as in the highest institutions for the education of men, and its charter confers upon it authority "to grant such honours, degrees, and diplomas as are granted or conferred by any university, college, or seminary of learning in this Commonwealth." There are seven courses of study from which students may select.

There is also a preparatory course for those who are not fitted for the college course. The institution has accommodations for about 300 students, which are fully occupied. All the regular students board in the College, and aid in some of the lighter domestic work of the family.

Large Water-colour View of the College and Grounds. Numerous photographs of interiors of the establishment, and photographic views of the buildings and their surroundings. Descriptive pamphlet.

**WEST VIRGINIA STATE DEPARTMENT OF PUBLIC INSTRUCTION.** W. K. Pendleton, Superintendent.

Biennial Report of the Superintendent, 1875-76.

**WHEELER AND WILSON MANUFACTURING CO.**  
New York and Bridgeport, Conn.

Papers Relating to the Promotion of Instruction in Needlework.

**WICKERSHAM (J. P.)** Lancaster, Penn.

Pennsylvania School Journal, 1852, 1875, 12 vols;  
School Economy, 1 vol; Methods of Instruction, 1 vol.

**WILEY (JOHN) AND SONS,** New York.

Text Books for Scientific and Technical Uses:  
A Manual of Topographical Drawing, by Smith;  
Qualitative Chemical Analysis, by Craft; Heat and Heat Engines, by Trowbridge; Fortifications and Stone Cutting, by Mahan; Field Fortifications, by Mahan; Permanent Fortifications, by Mahan; Mahan's Civil Engineering, revised by Wood; Mahan's Industrial Drawing, revised by Thompson; Graphical Statics, 1 vol. text and 1 vol. plates, by Du Bois; Weyrauch's Structures of Iron and Steel, trans. by Du Bois; Weisbach's Mechanics of Engineering, trans. by Du Bois; Transverse Strains, by Hatfield; the American House Carpenter, by Hatfield; the Resistance of Materials, by Wood; the Construction of Bridges and Roofs, by Wood; Elementary Mechanics, by Wood; The Elements of

Analytical Mechanics, by Wood ; Civil Engineering, by Wheeler ; Text Book of Mineralogy, by Dana ; A System of Mineralogy, by Dana ; Determinative Mineralogy, by Brush ; A System of Instruction in Quantitative Chemical Analysis, by Fresenius ; Manual of Qualitative Chemical Analysis, by Fresenius ; Handbook of Volumetric Analysis, by Hart ; Ship Building, by Wilson ; Iron Highway Bridges, by Boller ; Graphical Analysis of Roof Trusses, by Greene ; Plan Problems in Elementary Geometry, by Warren ; Freehand Drawing, by Warren ; Elementary Projection Drawing, by Warren ; Elementary Linear Perspective, by Warren ; Manual of Drafting Instruments and Operations, by Warren ; Astronomy, by Norton ; Luzzato's Biblical Chaldaic Grammar, trans. by Goldammer ; Elementary Hebrew Grammar, by Greene ; Hebrew Grammar, by Greene.

**WILLISTON SEMINARY, Easthampton, Mass. J. M. Whiton, Principal.**

Williston Seminary, an endowed academy for boys, was founded in 1841.

"The special work of the Seminary is to prepare boys and young men for college, and for the higher schools of science. This work is distributed between a classical and a scientific department, existing on a parity with each other."

The course of study is four years in the classical department, and three years in the scientific. There are partial courses of study for those who cannot pursue the full course.

Catalogues and Examination Papers, 1 vol ; Scholars' Work, Five Sheets of Drawing ; Ten Views, Exterior and Interior, of the Buildings.

**WINCHELL (S. R.) Chicago, Illinois.**

National Educational Weekly, 1877, 1 vol.

**WISCONSIN STATE NORMAL SCHOOLS.**

Oshkosh Normal School, Geo. S. Albee, Principal ; Platteville Normal School, Edwin A. Charlton, Principal ; River Falls Normal School, Warren D. Parker,

Principal; Whitewater Normal School, William F. Phelps, Principal. For contributions, see Wisconsin State Department of Public Instruction.

**WISCONSIN, UNIVERSITY OF, Madison, Wis.** John Bascom, President.

The University of Wisconsin was founded upon a grant of seventy-two sections of land, made by Congress to the Territory of Wisconsin, according to the Act of June 12, 1838, "concerning a seminary of learning in the Territory of Wisconsin." In accordance with this Act, 46,080 acres of land were granted to the territory. The territorial legislature, at its session of 1838, passed a law incorporating the new "University of Wisconsin."

The University was formally opened January 16, 1850. It comprises the following departments:—I, The College proper, embracing courses in general science, in ancient classics, and in modern classics; II, The professional departments, comprising the schools of (1) law, (2) agriculture, (3) civil engineering, (4) mining and metallurgy, (5) mechanical engineering, (6) and military science; III, The sub-freshman and post-graduate departments.

**Reports, Essays, and Scholars' Work.**

Regents' Reports, 1850-1875, 2 vols; Essays by the Faculty; Catalogues, 1850-1868; Catalogues, Reports, and History, 1 vol; Scholars' Work: Studies in Natural History, 1 vol; Drawings in Engineering; Plans and Photographs; Topographical Map of the Grounds.

**WISCONSIN STATE DEPARTMENT OF PUBLIC INSTRUCTION.** W. C. Whitford, Superintendent.

Legislative Manual, 1878, 1 vol; Governor's Message and Accompanying Reports, 1877-1878, 1 vol; School Laws for 1877, 1 vol; Annual School Reports, 1849-1877, 19 vols; Annual School Report, 1877, 20 copies for free distribution; Journal of Education, 1856-1877, 17 vols; Normal School Catalogues, 1868-1877, 1 vol; Annual School Catalogues, 1875-1877, 1 vol; Normal School Proceedings and Instructions, 1 vol; History of Normal Schools in Wisconsin, 1 vol; History of Education in Wisconsin,

2 vols; Second Volume of Geological Report of Wisconsin; One Portfolio of Geological Maps of Wisconsin; Handbook for Teachers, by Phelps; Catalogues of Oshkosh Normal School, 1 vol; Catalogues of Platteville Normal School, 1 vol; Catalogues of State Historical Society, 1 vol; Catalogues and Reports of Various Institutions; Educational Map used at the Centennial, and a small Map of Supplementary Statistics for 1878; County Register and Report of Institutes, 1 vol; Forms and Blanks used in Office of Superintendent, 1 vol; Normal School System in Wisconsin, 1 vol; History of Colleges in Wisconsin, 1 vol.

Scholars' Work: Examination Papers from Oshkosh Normal School, George S. Albee, Principal: Reading, Grammar, Geometry, Geography, Arithmetic, Mental Science, 1 vol. each; Examination Papers from Platteville Normal School, Edwin A. Charlton, Principal: Geography, United States Constitution, Arithmetic and Astronomy, Political Economy, 1 vol. each, and 1 vol. upon Natural Philosophy, English Literature and History of Education; Examination Papers from Whitewater Normal Schools, Wm. H. Phelps, Principal: Three Classes, 3 vols, Junior and Senior Classes, 1 vol; Geographical and Historical Maps, 1 vol; Free-hand Drawing, 1 vol; Examination Papers from River Falls Normal School, Warren D. Parker, Principal, 2 vols.

WOOD (WILLIAM) AND CO. New York.

Series of Grammars by Goold, Brown: First Lines of English Grammar, Institutes of English Grammar, Grammar of English Grammars.

WOODS (GEORGE) AND CO. Boston.

One Organ and Desk combined for Primary School.

WOODWARD SEMINARY, Morristown, N. J.

Examination Papers.

**WORCESTER FREE INSTITUTE**, Worcester, Mass.

C. O. Thompson, Principal.

Catalogues ; Model Drawing Stand ; " Worcester Illustrated ;" " Theses and Miscellaneous Documents relating to History, Methods of Instruction, &c. of the Institution," 3 vols ; Heliotype Views of the Buildings ; Set of Drawing Models.

**WRIGHT (CARROLL D.)** Boston.

Census and Compendium of the State of Massachusetts, 4 vols.

**ZELL (T. ELWOOD) DAVIS AND CO.** Philadelphia.

General Encyclopædia suitable for Reference in Schools, 2 vols.

**ZEUTMAYER, CHARLES**, Philadelphia.

831 Microscopical Preparations.







## APPENDIX









## APPENDIX

### I

#### CIRCULAR ISSUED IN PREPARING THE EXHIBITION

PARIS UNIVERSAL EXPOSITION OF 1878

##### AMERICAN EDUCATIONAL EXHIBIT



THE Commissioner-General, Hon. R. C. McCormick, has had under careful consideration the question of exhibiting American education at Paris. He has called to his aid in this matter such educators as have been designated for the purpose by the Department of Superintendence of the National Educational Association. He finds himself able to set apart only a limited amount of space and means for this exhibit. Still, in view of the great and increasing desire among intelligent foreigners to obtain information respecting our systems and institutions of education, he has determined to employ all the means for this purpose at his command in securing the best possible exhibit in this department. He has accordingly invited the United States Bureau of Education to aid him with its facilities in obtaining and organizing the requisite materials, and has committed the supervision of the preparation, installation, and representation of the exhibit to the undersigned, who has been appointed by him "Superintendent of the Educa-

tional Department of the United States Exhibition at Paris." In his letter of instruction the Commissioner-General says:—

I desire you in the preparation of the exhibition to avail yourself of the facilities of the Bureau of Education, and to act in accordance with the advice of the Commissioner of Education, and such other gentlemen as he may call into consultation.

This judicious requirement is quite in harmony with the wishes of the undersigned, who accepts this service, not without a sense of the embarrassing circumstances of the situation, but in the hope and expectation that, with the co-operation already assured and with such as may be reasonably counted on, a presentation of the educational status of the country may be made which, though not imposing in view of the space occupied, will be found rich in the materials especially valuable in the estimation of experts.

The scope of the exhibit is well expressed in the following extract from the "System of General Classification," comprising classes six, seven, and eight of group two:—

**SECOND GROUP—EDUCATION AND INSTRUCTION, APPARATUS, AND PROCESSES OF THE LIBERAL ART**

***Class 6—Education of Children, Primary Instruction, Instruction of Adults***

Plans and models of day nurseries (*crèches*), orphan asylums, infant schools, and Kindergartens, system of management and furniture of such establishments. Appliances for instruction suitable for the physical, moral, and intellectual training of the child previous to its entering school.

Plans and models of scholastic establishments for town and country; management and furniture for these establishments. Appliances for instruction—books, maps, apparatus, and models.

Plans and models of scholastic establishments for adult and professional instruction; system of management and furniture of these establishments. Appliances for adult and professional instruction.

Appliances for the elementary teaching of music, singing, foreign languages, book-keeping, political economy, practical agriculture and horticulture, technology, and drawing.

Appliances adapted to the instruction of the blind and of deaf-mutes.

Works of pupils of both sexes.

Libraries and publications.

### *Class 7—Organization and Appliances for Secondary Instruction*

Plans and models of establishments for secondary instruction, lyceums, grammar schools, colleges, industrial and commercial schools; arrangement and furniture of such establishments.

Collections—classical works, maps, and globes.

Appliances for technological and scientific instruction, and for teaching the fine arts, drawing, music, and singing.

Apparatus and methods for instruction in gymnastics, fencing, and military exercises.

### *Class 8—Organization, Methods, and Appliances for Superior Instruction*

Plans and models of academies, universities, medical schools, practical schools, technical and practical schools, schools of agriculture, observatories, scientific museums, amphitheatres, lecture rooms, laboratories for instruction and research.

Furniture and arrangement of such establishments.

Apparatus, collections, and appliances intended for higher instruction and scientific research.

Special exhibitions of learned, technical, agricultural, commercial, and industrial societies and institutions.

Scientific expeditions.

The plan which the circumstances render it necessary to adopt will only permit the selection of those articles which will give, in the least possible space, the fullest and most accurate information and views of our education.

Unity is the controlling principle of the scheme.

It is intended to represent the education of the country as a whole, sections and state lines being disregarded. Nevertheless, due credit will be given for all contributions, whether from states, municipalities, institutions, or individuals, by the mode of installation, by appropriate labels, by catalogue entries, and, as far as practicable, by awards.

The material requisite for the purpose intended divides itself into three general classes:—

CLASS I—*Educational literature*, using the words in their broadest signification, as including reports of systems, both state and municipal; of institutions and organizations, whether educational, literary, or scientific; catalogues of all descriptions of schools and institutions of instruction; courses of study, text books, books of reference and school libraries, journals of education and pedagogical publications, and all other printed matter illustrating the condition, methods, and results of American education.

This division of the exhibit will be by far the most important, and fortunately, it is that for which the materials can be most easily furnished. Nothing enumerated in the above summary will be refused. It is especially desirable to have a copy of the last annual report of each state in good binding, for reference and study, and as many duplicates in ordinary binding as can be spared, for gratuitous distribution. The same is to be said of city reports and collections of town reports and other educational documents. It is hoped that the publications exhibited at the Centennial will be very generally contributed.

All material under this head may be sent forthwith, addressed to the undersigned, Bureau of Education, Washington, D. C.

CLASS II—*Scholars' work*, comprising every exercise and performance that is susceptible of graphic representation; all work of the pen and pencil, and, in addition, mechanical constructions and productions, modelings, and carvings, whether imitations or original designs.

In this class only the *very best* specimens are wanted. It is deemed desirable, in the first place, to secure the best sets of work contributed to the Centennial by a limited number of cities and towns. New work is also solicited, and one month, and perhaps even a longer period, may be allowed for its preparation.

It may be executed in accordance with the rules prescribed for scholars' work for the Centennial exhibit, or

otherwise, but it is *essential* that each exhibit should be just what it purports to be, and that each collection of papers bound up together, or in any way arranged in a set, and each separate individual paper or production, should carry on its face a distinct indication of the facts as to its execution necessary to judge of its merits: such as the grade and kind of institution or school; the class in the institution or school; whether a first draft or copy; age and sex of pupils doing the work; whether selected specimens, or work of entire class; whether a general examination, an exercise in review, or a regular lesson, with the usual time for preparation; date of performance; whether a copy or original design; in drawing, whether from the flat or round; whether done with reference to the exhibition, or taken from ordinary routine work; the state, county, city, or town. Productions without indications of the essential facts as to their execution have little or no value for purposes of an instructive exhibition.

Managers of schools and institutions are invited to inform the undersigned, with as little delay as possible, what scholars' work they would be willing to contribute, giving as full a description of its character and amount as is practicable.

CLASS III <sup>1</sup>—*Buildings and apparatus*.—In this class are included plans and models of school-houses and other edifices for educational purposes, furniture and fittings, and appliances for instruction of every description not embraced in Class I.

The plans and views of a very few edifices of exceptional excellence and importance may be in frames for wall display, the rest must be sent in portfolios.

The limited space will allow only one model of each class, and that must be of small size, but of superior excellence both in design and workmanship.

Only single samples of furniture and fittings are desired.

<sup>1</sup> In the installation of the Exhibition, it was thought best to divide this class as indicated in the Prefatory Note.

Appliances and illustrative apparatus for elementary instruction will have precedence where a choice must be made. Globes, maps, and charts are particularly desirable, and also copies and models for drawing; also, model cabinets of natural history, and a model set of physical apparatus for elementary schools.

School officers, architects, producers, and manufacturers are invited to inform the undersigned what they are willing to contribute to this division of the exhibit, with descriptions and illustrations as far as practicable of the articles offered. It is intended to ship the articles in this class on the vessel sailing from Washington on the 5th of March, and for this purpose they must be here as early as March 3.

The limited means appropriated for the educational exhibit render it necessary to require contributions to be sent at the expense of contributors.

Suggestions as to ways and means of perfecting the exhibit are respectfully and earnestly solicited.

Inquiries respecting contributions will be answered with all possible promptness and fulness.

Communications and articles contributed to the educational department of the exhibition should be addressed to the undersigned, Bureau of Education, Washington, D. C.

More detailed information respecting the selection and preparation of materials for such an exhibit as is contemplated will be found in the Circular of Information of the Bureau of Education, No 5, 1875 (relating to the Centennial Exhibition), which it is presumed is in the hands of many superintendents and other educational officers.

JOHN D. PHILBRICK,

*Superintendent of the United States Educational Exhibit  
at the Paris Universal Exposition of 1878.*

DEPARTMENT OF THE INTERIOR,  
BUREAU OF EDUCATION,

*Washington, D. C. February 18, 1878.*



## II

### EXTRACT FROM THE REPORT OF THE COM- MISSIONER OF EDUCATION FOR 1876

#### THE DISTRIBUTION OF RESPONSIBILITY

**T**HE security and perpetuity of our institutions rest so exclusively on the individual choice, that reason, conscience, and the high sentiments of every soul should be brought into play and properly informed ; that so far as these influences may go, every person in the land may not only know what is the better part, but choose it, and be prepared to sacrifice himself to defend it. In such a universal sway of intelligent reason and enlightened conscience, the questions of capital and labour, as they necessarily arise in the progress of human society, will find the most peaceful solution. So also of those questions which arise between races, between political parties, and between religious sects. In each case the issue is relieved of embarrassment just so far as ignorance and prejudice are eliminated, and the mass of minds called into action are amenable to the influences of right reason. We shall be fortunate as a people if we can see in season that all laws, indeed that all schemes which leave out of view the single idea of training up a child in the way he should go, will prove inadequate—mere



makeshifts—in dealing with the evils of great social catastrophes.

The great evils to be prevented, the great good to be secured, on so vast a scale, naturally lead to an inquiry into the distribution of the responsibility. All considerations of the subject find these responsibilities finally resting upon individuals. The more persons there are who meet them intelligently and conscientiously, the greater the good, the less the evil, connected with the issue. But when we pass from the relation of the individual to other responsible units, we encounter a great variety of organizations or combinations—the family, society, the Church; and organizations of a social character are almost without number. Besides these, there are those of a civil character, which may be termed civil units; the smallest or primary, that of the district, borough, parish; then the municipality, the county, the state, the nation. The harmonious action of these several units, each bearing its own proper burden, performing its own functions, so that it is neither overweighted, nor allowed to interfere with any other, is one of the marvels of the system of government devised by the fathers. Every year's experience adds proof of their wisdom. Each grade of civil organization proclaims in its administration not alone the spirit of harmony with all others, but the fact that its own existence, nay, that the existence of the entire machinery of our government is not for the exclusive benefit of any class, but is established and continued for the supreme purpose of assuring to each individual the best opportunity of working out his own destiny. Any act of nation, of state, of county, of municipality, or district calculated to infringe these personal rights, is of fatal tendency, and inadmissible.

Education seeks to fit the individual for this large liberty and great responsibility. Much of this education is left to the spontaneous action of himself and of the agencies surrounding him. In no country, perhaps, are his privileges, or those of his family, or those

of his Church in respect to his education, given larger liberty, and more carefully guarded. But the fact so generally admitted, that upon the individual intelligence and virtue of citizens rests the entire fabric of our institutions, has led to a universal sentiment in favour of some measure of civil action in behalf of their education, as the only sure safeguard against a prevalence of ignorance, fatal to civil liberty and its attendant blessings. The great burden of this responsibility for civil action with respect to education has been wisely imposed upon the smallest civil unit, town, township, borough, or parish; while the power of legislation, regulating alike the action of the state and the municipality, has properly been vested exclusively in the state.

The removal of education from all legislative or administrative interference on the part of the national government did not, in the minds of the fathers, relieve national statesmanship from all responsibility with reference to education. The more profound their patriotism, the more profoundly they acknowledged their obligation in this matter, alike in their capacity as persons and officials. No personal or official act of theirs could promote ignorance. Their example and their words favoured universal intelligence. The more delicate the national relation to education, the more assiduous were they that their full responsibility should be discharged.

JOHN EATON.

1878